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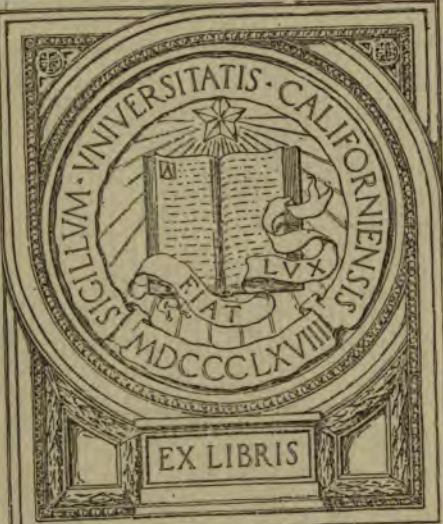
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Rural Economics and Rural Sociology

By

JOHN THELME A. M.

*Professor of Agriculture, Food and Nutrition Science,
University of Illinois, Urbana, 1922-1934*



Price Thirty-five Cents

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A BRIEF COURSE IN
**RURAL ECONOMICS AND
RURAL SOCIOLOGY**

By

JOHN PHELAN, A. M.

**Director of the County Teachers Training Course
State Normal School, Stevens Point, Wis.**

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INTRODUCTION



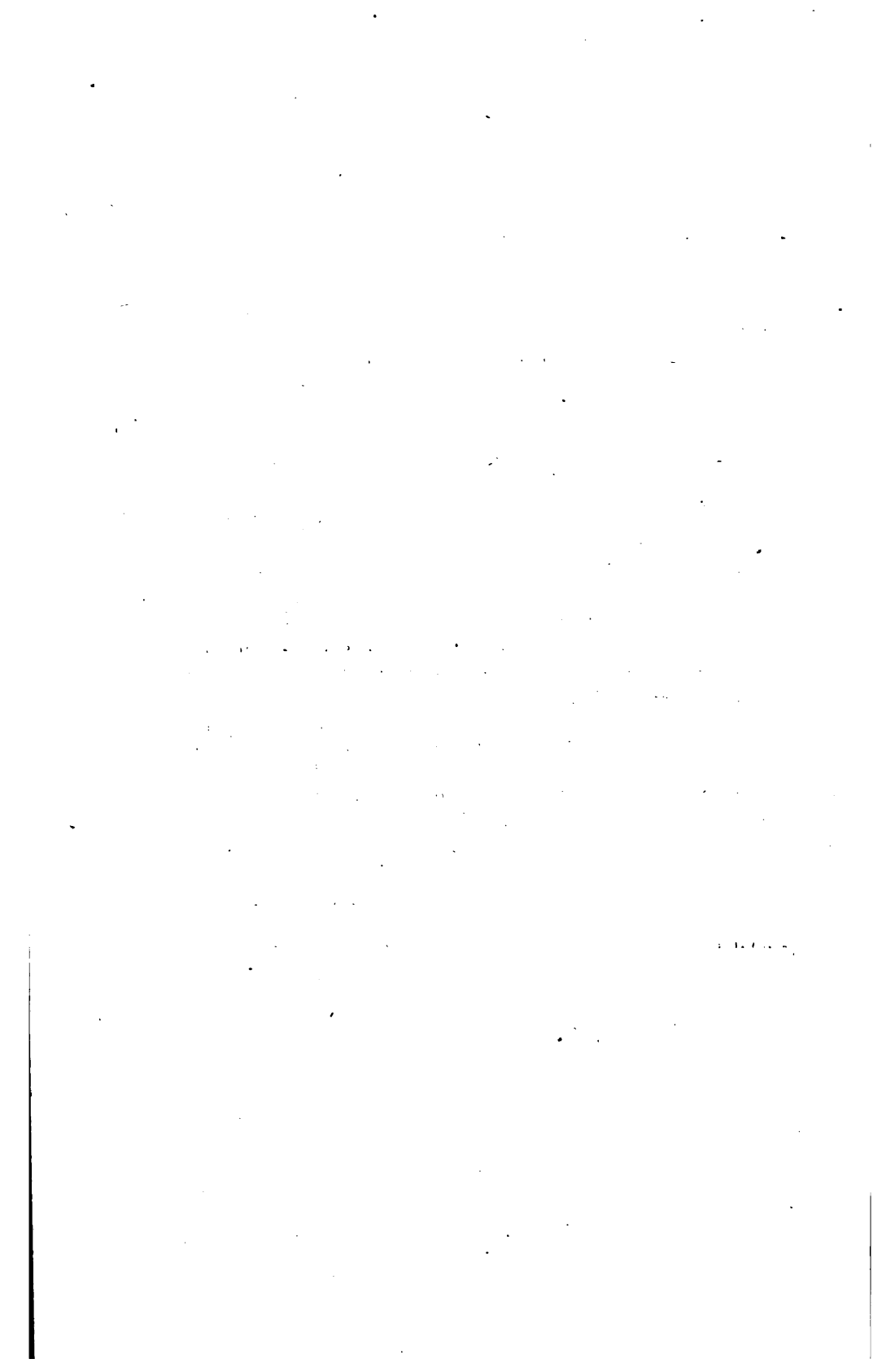
The cordial reception given the first edition of this little book has made a second edition necessary. Some changes, which in the light of class room use seemed advisable have been made. Many topics have been treated more fully, a few that were not in the first edition have been included, and a few others have been omitted entirely. A course of study adapted to eighth grade pupils in rural schools has been added. In making use of this course of study in a rural school it is suggested that the topics be taken up in connection with the work in history, civics, geography, etc.

This book is intended as an introduction to the study of rural economics and rural sociology. It has been prepared to meet the needs of rural teachers and pupils in rural schools. In no sense is it a scientific treatise. It will have served its purpose if it leads its readers to a further study of the great movements making for the betterment of country life.

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April, 1915

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Part I.

RURAL ECONOMICS

SOME ECONOMIC TERMS

Economics Defined. The first question that naturally arises in our minds when we take up a new subject is what is the subject about. If we examine text books on general economics, we find that the topics treated are those about which we read every day in the newspapers and magazines; as, for example, labor and wages, child labor, labor unions and their purposes, strikes and boycotts, capital and interest, banks and banking, exchange, land and rent, tenancy, conservation of natural resources in mines, forests, streams, fertility of the soil, etc. We note, too, that all of the topics have something to do with wealth. This fact leads us naturally to the definition of economics as "the social science which treats of man's wants and the goods (commodities and services) upon which the satisfaction of his wants depends." A simpler definition is, "Economics is a study of man's efforts to get a living".

Rural Economics. Rural Economics treats of those activities of man which have to do with the making and spending of a living in the country. In a constructive sense it is concerned with the business life of rural communities, in order that farm crops may be improved in quality and quantity, that farm products may reach the consumer with the least possible cost of transportation and delivery, that the business of farming may be made more exact through the aid of science, that accounting may take the place of rule of the thumb methods of cost computation, that those who will make the best use of the land be encouraged to remain upon the farms, and above all that the future may be provided for by making the

farm a better place in which to live and rear a family. As a subject it draws much of its data from geography, history, agriculture.

Its aim is to improve business conditions on the farms, in order that country life may be made more permanent and satisfying and the rural population conserved.

The increase in the cost of living during the past ten years has aroused general interest in all rural life problems. We are coming to realize that with our population increasing at the rate of two millions per year, with all of our first grade land under cultivation, with our unsatisfactory conditions of marketing, we are as a people coming face to face with the problem of cheaper food; and that we can no longer afford to neglect those forces which make for rural betterment.

Value of Economics. A large part of the backwardness, narrowness, and unhappiness of life in both city and country is due to a lack of comprehension of conditions in the community in which we live as compared with the conditions in other communities. All of us have to decide what we shall do in life; all of us have to meet certain demands which society lays upon us; hence we need to know something about the economic and social conditions, not only where we live but elsewhere. Boys and girls in the city need to know more about country life than they do. They need this training for its social value. Some of them will turn to the farm; others will be closely connected with business related to farming; all of them will be citizens of a nation whose prosperity largely depends upon the prosperity of its farmers. Boys and girls in the country need to know more about the opportunities and possibilities of farm life. The tendency of education in the past has been to over-emphasize the advantages of city life and to under-emphasize the opportunity the country affords for leading a useful and happy life. The boy whose school training has been such as to lead him to believe that the country offers no opportunity while in the city there is but little chance of his not becoming a Morgan or a Rockefeller has been given a distorted view of life. Economics should teach the truth about

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industrial conditions and give boys and girls broader and saner views of life.

The primary purpose of all education is training for citizenship in the large sense of the word. A good citizen is able to make an honest living by his own labor; hence the schools should prepare him to be an efficient worker and give him some knowledge of the industrial conditions which he will have to meet. A good citizen is able to do his part of the work which society requires. He must be able to fill local offices in church, state and school; and hence he must know something about the needs of his community, economic, social, political. Good schools and churches, improved roads, and efficient government are not the result of accident but are the direct product of education to higher and better ideals of life and living. A good citizen must be able to derive pleasure from books, magazines, pictures, lectures, and other intellectual interests. Illiteracy in our land is a disgrace for the younger generation. Right thinking and living are as much part of good citizenship as the ability to make money, and right living and thinking depend largely upon one's intellectual outlook. A good citizen must be a potent force in support of the right, able to distinguish quickly and accurately between the right and the wrong of every public question. If the purpose of the school is to train for citizenship, it follows that teachers, in whose hands rests a large part of the education which our boys and girls receive, must themselves know something of the practical affairs of everyday life.

The Development of Agriculture in the United States

Early Agricultural Conditions. Our agricultural development has been influenced by many forces chief among which may be mentioned (1) our vast western territory of rich farming land; (2) the invention of farm machinery and tools; (3) the development of railroads, canals, and roads; (4) slave labor in the south; (5) the development of factories and the growth of large cities; (6) agricultural education.

During the colonial period and after the Revolution until about the year 1830 but little progress was made in agricul-

ture. The Indians, who were not bad farmers for their day, taught the colonists many lessons. From them the early settlers learned how to grow the two chief crops of colonial days, corn and tobacco. The Indians practiced seed selection; they fertilized their fields with fish; they recognized the value of birds to agriculture; they made use of irrigation in the West; they cured tobacco, preserved meats, fruits, vegetables. Though their methods of farming were crude and their tools few, it is said that they raised not less than one million bushels of corn per year.

Many of the farm crops and animals had to be introduced into this country from Europe. Wheat was first grown by Gosnold; potatoes were brought to Europe from Chile and thence to the North American colonies. Horses, hogs, and cattle were brought here by Columbus.

Custom, tradition, and ignorance controlled agriculture in the early days. Rotation of crops was unknown, and manures but little used. The people were facing problems with which they were unfamiliar. They were ignorant of the soil, the climate, and of the crops suited to the new land.

Period of Westward Expansion. After the Revolution the settlers pushed rapidly into the Western country, attracted by the rich farming land. The fact that there was rich land to be had in the West has tended to make the American a poor farmer, for there was little need of preserving the fertility of the soil. Again, the shifting of the people westward tended to hinder the development of settled community life and community institutions, such as the school and the church. Last but not least, the frontier encouraged a spirit of independence, a feeling of every one for himself and no interference. Long after the frontier passed away the spirit of independence in thought and action remained, making cooperation among farmers difficult and hindering the development of local institutions which depend for their support upon united action.

Period of Inventions. The period beginning about the year 1830 marks a decided change in our agricultural develop-

ment, due to the invention of farm machinery and the development of railways and other means of communication. The first patent for a mowing machine was granted in 1831, and for a reaping machine in 1833, although they did not come into general use until 1850. The harvester followed in 1850 and the steam thresher in 1860. The invention of farm machinery resulted in a great saving of time and labor. This saving is best shown by the computation made by the Department of Agriculture of the time required to produce a bushel of wheat and a bushel of corn before and after the introduction of labor saving machinery. It once took four hours and forty-five minutes of labor to produce a bushel of corn, while under modern conditions it is produced by forty-one minutes of labor. In 1855 a bushel of wheat required three hours of labor to produce it; now it requires ten minutes. The invention of farm machinery made less labor necessary in the country, but the laborers that remained had to be more intelligent, for they had to use improved machinery.

The development of railroads and the means of transportation entirely changed the farming business. Before railroads were built crops were raised only for the support of the farm family and for the local market, but with the building of great railroads the local market was changed to a world market and farming was undertaken on a far larger scale.

The effect of the inventions of this period may be summed up thus: (1) They made it possible for the farmer to produce for a world market and gave him the market. (2) They reduced the amount of labor necessary to manage the farms. (3) They drove from the country to the cities the poorer and less intelligent class of farm laborers. (4) They tended to increase the isolation of the daily life of the farm.

The Factory System. The growth of factories in this country was stimulated by numerous inventions, by the use of steam for power, and by the development of better means of transportation. The factory has revolutionized both city and country life. It has given cities some of their greatest industrial problems. The newspapers are filled with accounts

of labor disputes and strikes. The legislatures are busy enacting laws protecting women and children from too long or too early service in the factories. Factories have enabled manufacturers to produce more goods and a better quality of goods, since the workers specialize in performing one piece of work. The effects of the factory on the rural districts have been: (1) They have decreased the supply of labor. (2) They have taken from the homes much of the labor that was formerly done there, making the home more dependent at the same time that it makes it more comfortable through cheaper factory products that make for comfort. (3) The congestion of the population in the city has given rise to bad moral and social conditions which in turn react upon rural districts. (4) There is less education through labor than there was in the days of home manufacture.

Slave Labor. Slave labor retarded the development of the South. It was a failure in every respect, for it limited the possibilities of industrial growth and development. Free laborers avoided the South, where labor was degraded by slavery. Agriculture was limited to certain crops which could be raised on plantations by negroes under an overseer. The soil was robbed by constant cropping and nothing was done to restore its fertility. Indeed with slave labor nothing could be done. Southern wealth expressed itself in land and slaves. There was no hope for the South until labor was free. As Grady, the distinguished Southern orator, has phrased it: "The Old South was founded on slavery and agriculture; the New South on freedom and manufacturing."

Scientific Farming. Scientific farming received its greatest impetus with the passage of the famous Morrill Land Grant bill by Congress in 1865. Each State was given thirty thousand acres of public land for each senator and representative in Congress, to be used to endow a college of agriculture and mechanical arts. Later Congress gave each state \$30,000 each year to maintain an experiment station and \$50,000 to help support an agricultural college.

The Department of Agriculture was established as a Bureau in 1862 and created as a Department in 1869. It has

now grown so that it employs almost 14,000 persons and costs about twenty-two million dollars a year. The work of the Department has been far reaching in its influence. Crops of all kinds have been improved, new crops introduced, better methods of farming stimulated through colleges of agriculture and experiment stations, diseases have been eradicated, and general farm knowledge disseminated. The bulletins of the Department may be had on application and should be received by every teacher.

Farm Demonstration Work. Within recent years a great deal of good has been accomplished through the demonstration farm. The state and national government, agricultural colleges and universities employ men to serve as demonstration agents.

Under this plan the farmer agrees to follow the advice and suggestion of the demonstration agent in his locality in the cultivation of two or three principal crops. Usually the principal money crop, as cotton, a renovating crop, as clover, and the chief food crop, as corn, are selected. The agent visits the farm often during the growing season to watch progress. The advantage of the plan lies in the fact that each farmer who succeeds becomes a missionary for better farming.

Present Day Problems in Rural Economics

In a general sense there are three sets of problems which have arisen in rural economic life. They have to do with each of the three factors of production: land, labor, capital.

Land Problems. One of the most striking facts shown by the last census is that during the decade from 1900 to 1910 the price of land in the United States increased 104%, a greater increase than in a period of fifty years before. The claim is made that though the price of land has rapidly increased during the past ten years, the value of land as measured by the producing power of the soil has not increased, if, indeed, it has not decreased. An Illinois farmer gave this testimony: "Fifteen years ago my land was producing 90 bushels of corn per acre; now it is producing 48 bushels, and I can not get more

out of it. At that time it was worth \$75 per acre; now it is worth \$190." The increase in the price of land has changed farming so that it is no longer a poor man's occupation, as land is rapidly getting beyond the reach of the poor man. It is also bringing sharply before the country the need of better education in order that farmers who will make the best use of the soil may be trained up in our schools.

Rent and Tenancy. Agricultural rent is what the farmer can afford to pay for the use of land for agricultural purposes. There are three kinds of rent in the United States: cash rent, the payment of a definite sum per acre for the use of land; crop rent, common in the South but not in the North, the payment of a specified number of bales of cotton or bushels of corn for the use of a certain piece of land; and share rent, the payment of a share of the crop raised whatever the amount may be. Cash and crop rent are fixed; share rent varies with the yield per acre.

The increase in the number of tenant farmers in the United States is now viewed with alarm due to the fact that the history of tenantry in Europe has too often been a history of sorrow. Every third farm in the United States is now in the hands of a tenant farmer and the number is increasing year by year as may be seen from the following table:

1880	25.6%
1890	28.4%
1900	35.3%
1910	37 %

The tenant farmer is not as good for our national development as an owner. The tenant is not interested in keeping up the fertility of the soil, for the land does not belong to him and he wishes to get as much out of it as he can in the shortest possible time. He can not improve the buildings and fences, for this task belongs to the landlord. He is not interested in the development of local schools, for he does not expect to remain in the neighborhood, nor is the non-resident landlord, for he no longer uses the school. Roads are not built if they can be voted down locally because the tenant is not anxious to

increase his taxes and the road will add value to a farm which he does not own. The history of Ireland is a striking example of what may happen to a country when the land falls into the hands of non-resident landlords. No country in the world has a sadder history. Rebellion has flourished because the people who were on the land did not own it.

Scarcity of Farm Labor. In many sections of the United States the farmers are experiencing more and more difficulty in securing farm labor. Several reasons may be given for this condition of affairs: (1) Country boys who in bygone days supplied this labor are now leaving the farms. (2) Laborers are hired for but a part of the year and owing to the uncertainty of the period of employment and the irregularity of the hours of labor ambitious men do not seek farm labor. (3) The probability of the farm laborer becoming a renter and a farm owner is less than it was, owing to the larger investment now required to begin farming. (4) The social standard of the laboring class has deteriorated within recent years owing to the fact that there is a migratory class of city laborers who go out into the country to work with little ambition either to become expert farm laborers or to become farm owners. (5) Little provision is made for housing the married laborer who would prove to be more steady than the ever shifting unmarried man.

Remedies for the Scarcity of Farm Labor. Among the remedies which may be mentioned are:

1. The employment of farm laborers by the year, if possible married laborers, and provision for their living in small tenant cottages.
2. Regulation of the hours of labor by farmers in so far as this is possible.
3. Securing cooperation on the part of the laborer by giving him the opportunity to make a profit above a good wage by a share in the product of the farm; for instance, giving him a certain number of bushels of potatoes if the crop yielded a certain amount. Profit sharing must come to the farm as it is coming to the factory.

4. The development of the local supply. Scientific methods of farming will turn the attention of more of the neighborhood boys to farming and hence will add to the supply.

5. Rewarding expert labor by higher wages. Custom now gives but little higher reward in wages to the good laborer than to the poor.

Capital. One of the most marked changes in the business of farming during recent years has been the great increase in the use of capital goods, of horses, stock, tools, machinery, etc. This increase in the amount of capital necessary to run a farm is having the effect of bringing better organization to the country and is making the farmer more and more a modern business man. Perhaps the keenest need of farmers today is that of more capital which may be used in the business. Many a farmer strips his land of its fertility by selling the hay, wheat, and oats from the land, when, if he had a little more capital or some means whereby he could secure it, he would buy stock and feed the products of the farm to the stock, thus saving the manure besides adding to his profits by giving him employment during the winter. The lack of capital has caused farmers to cultivate extensively rather than intensively because putting in a large number of acres of some crops is less costly than a smaller number of acres of a crop requiring a larger amount of expenditure for labor.

Agricultural Credit. The need of more capital in farming today raises the question of the means of providing it. Capital comes into existence only by saving. Some of the capital which is saved in the country is deposited in urban banks, private, state, or national. It is loaned by these banks to both urban and rural borrowers when security may be given. Urban banks however, do not meet the demands of the farming people. They desire to make short time loans in order that they may turn their money over quickly, while farmers can not borrow conveniently for the customary sixty or ninety days because the money is needed for a longer period. Again the rate of interest charged by these urban banks is often higher than farmers can afford to pay because the banks are accustomed to meet the needs of urban rather than rural

people, and in consequence there is a growing demand in this and other states for some form of agricultural credit,—some agency by which loans may be made on good security, at a low rate of interest, for longer periods than is customary for urban banks. The greater part of the business of the cities is done on credit, but farmers have made comparatively little use of the credit system.

Cooperative Agricultural Banks. Cooperative banks were started in Europe in the middle of the last century. They are to be found today in Great Britain, India, Canada, and the West Indies. An American commission is now in Europe making a study of this system of credit with a view to introducing it into the United States. By means of these cooperative agricultural banks farmers are able to secure credit at a low rate of interest on long time. In principle these cooperative associations are not unlike the American building and loan associations. They operate within a limited district, lend their funds at the lowest rate consistent with safety, compel borrowers to pay a part of the principal of their loans regularly when they make interest payments. They teach farmers how to work together for common ends and offer in their shares, or bonds, investments for thrifty young people whose savings are small.

THE THREE FORWARD STEPS IN AGRICULTURE

(1) Better Farming

Books as Aids. Dr. Seaman A. Knapp, whose demonstration farm work in the South revolutionized agricultural methods, once said: "Agriculture in most sections consists simply in going through a series of motions inherited from Adam". His idea was that farming is best taught by means of demonstration of right methods. That he placed little faith in "book farming" is shown by his epigrammatic remark, "This learning agriculture (which is composed of the following ingredients—one eighth science, three eighths art, and one half business methods) is like reading up on the handsaw and jack-

plane and hiring out for a carpenter." Though books will not accomplish much for the older people, boys and girls growing up in our schools should be trained to make use of bulletins, farm papers, and books. No more valuable lesson than Dr. Knapp's ten commandments of agriculture can be taught in country schools.

The Ten Commandments of Agriculture

1. Prepare a deep and thoroughly pulverized seed bed well drained.

2. Use seed of the best variety, intelligently selected and carefully stored.

3. In cultivated crops give the rows and plants in the row a space suited to the plant, the soil, and the climate.

4. Use intensive tillage during the growing period of the crops.

5. Secure a high content of humus in the soil by the use of legumes, barn yard manure, farm refuse, and commercial fertilizers.

6. Carry out a systematic crop rotation with a winter cover crop on southern farms.

7. Accomplish more in a day's work by using more horse power and better implements.

8. Increase the farm stock to the extent of utilizing all the waste products and idle lands on the farm.

9. Produce all the food required for men and animals on the farm.

10. Keep an account of each farm product, in order to know from which gain arises, and from which loss.

Better Farming Through Knowledge.* It has been estimated that weeds cost the United States \$300,000,000 per year. They mean waste and loss in time, money, and effort. They adapt themselves to soil, climate, and the surroundings. They spread easily because they seed profusely, they distribute themselves readily, the seeds are usually long lived, and they stay right on the job all of the time. Children in the rural schools should be taught to recognize the weeds in the neighborhood. They should be taught that weeds are spread in im-

**Adapted from Lecture on weeds prepared by International Harvester Co.*

pure seeds, in the products we buy, in manure. They are carried by wind, water, snow, animals, birds and man, by tools and machines, by railroads. Weeds are harmful because: (1) They cut down the yield, (2) they damage the crop, (3) they cheapen the product, (4) they mean hard work, (5) they injure stock, (6) they reduce the profits, (7) they rob the soil, (8) they lower land values, (9) they look shiftless.

Weed Remedies Country boys and girls should know how to get rid of weeds. The following remedies should be taught: (1) Rotate the crop. (2) Fan and screen the seed. (3) Cultivate frequently and thoroughly. (4) Prevent seeding. (5) Use a smother crop. (6) Pasture with sheep. (7) Enrich the ground. (8) Dig out. (9) Develop community sentiment. (10) Keep everlastingly at it.

Good Seed. The importance of good seed is clearly shown by the following table prepared by the New York Experiment Station in 1912. One pound of alsike clover 98% pure contained the following number of weed seeds:

Canada Thistle	288
Sorrel	4,272
Dock	288
Plantain	1,712
Foxtail	288
Chickweed	5,408
Others	6,560
Total	18,816

Value of Birds. The total value of the farm products of the United States in 1910 was \$8,926,000,000. It has been estimated that birds saved at least one per cent of this crop, or in other words that the yield was greater by 89,000,000 of dollars because birds destroy insects which are harmful to crops. It has been estimated that the yearly loss to farmers through insects, amounts to \$700,000,000. This loss would be far greater were it not for the farmers' bird friends. Indeed, were it not for the birds, agriculture would be well nigh impossible. Birds occupy a unique position. They are the farmer's cavalry. When there is a marked increase in the number of insects, rodents, or other enemies, the birds gather and

fight the enemies. Not only should we teach that birds should not be wantonly destroyed, but there should be encouraged the building of houses, the planting of hedges, the furnishing of water and even food in order that the number of birds may be increased.

(2) Better Business

The man who undertakes farming has a number of business problems which confront him at the start.

1. **The Location of the Farm.** Land located near the cities is often held for speculative purposes and sells at too high a price to make it possible to earn a reasonable income from the farm on account of the amount of the investment. On the other hand, land located too far from a good market is undesirable because of the cost of delivery of the products of the farm, especially if the roads are not good. In a study made of the earning power of farmers it was found that those farms paid best which were located not too near and not too far from a good market.

2. **Size of Farm.** A second business problem which arises is the size of the farm, which he will purchase. The small farm is not economical in the use of machinery or labor. The farm large enough to employ the labor of at least two people seems to give the best labor income. Of course there are exceptions, but the larger farm is more economical in the use of labor and machinery.

3. **The Type of Farming** in which he will engage is another problem which the farmer has to answer. He may undertake general farming, that is make no crop a specialty, or he may engage in specialized farming, such as dairying, fruit raising, etc. The general farm seems to be best for all purposes in that it furnishes steadier employment throughout the year and more sources of income. Specialized farming on the other hand requires greater skill as it places all of the farmer's eggs in one basket.

4. **The Quality of the Land** is an important question. The best land is to be had usually only at a very high price,

good land at a lower price, and run down land at a low price. It seems to be generally true that poor land affords the farmer but little opportunity, as it requires too much expenditure to bring up the fertility of the soil.

5. **The Amount of Capital** and equipment needed by the farmer becomes greater each year. How much shall be invested in machinery; whether he shall raise registered cattle, hogs, and horses, or make no effort and be satisfied with scrub stock, are questions which have to be decided. It was estimated that before the invention of the Babcock test fully one half of the cows in the state of Iowa were not paying for their feed. Good stock pays in two ways, (1) a larger money return, (2) a larger amount of personal satisfaction in the production of good rather than poor animals.

Farm Income. The farm income depends upon many factors, such as weather conditions, depredation of insects, ravages of plant and animal diseases, and the uncertainty regarding prices of farm products, which are certain to be far below the prices paid by the consumer. The uncertainty of the income is in a measure offset by the certainty of gaining a livelihood. Personal qualities to a large extent determine the income of the farmer—his knowledge, his skill, his industry, the exercise of good judgment in managing the business of the farm, his willingness to learn from others, and his ability to profit by his own mistakes and those of his neighbors. That the labor income of the farms is not high is shown in an exhaustive study made by Dean Liberty Hyde Bailey of the New York College of Agriculture. Dean Bailey shows that the labor income of tenant farmers in the area studied was approximately as follows: one third of the farmers were making less than they paid to the hired man on the farm, one third of them were making about as much, and one third of them were making more.

Education and Farming. Professor Bailey points out that the average labor income of those farmers who went to the district school only was \$318, the average labor income of those who went to the high school was \$622, and the average labor income of those who had more than a high school educa-

tion was \$847. In other words a high school education is equivalent on the average to \$6,000 worth of five percent bonds.

Marketing. Better business through better marketing conditions is one of the pressing needs of farmers and city consumers today. The long line of middlemen and distributors between the farmer and the consumer are in a position to take advantage of the market and to a certain extent control the market because they are organized to keep informed of market and crop conditions and to act more promptly than either farmers or consumers who are not organized. The present prices of farm products furnish ample proof that there is plenty of room for lowering the cost to the consumer without injury to the producer. This marketing problem will have to be solved by better organization of farmers and improved methods of marketing. To increase the output of the farm in order that a larger share may go to the middleman is not an attractive program for any farmer.

Cooperation in Buying and Selling. Many cooperative associations have been formed by farmers for purposes of buying and selling to greater advantage. When these associations were first started it was supposed that the result would be of advantage to both producer and consumer. The chief advantage to the consumer has not been a lower price but a better product for the same price. Dairymen's associations, for example, have endeavored to maintain the going price rather than to lower it, but they have supplied a better product by testing the milk and enforcing rules as to its care from the farm to the market. Another advantage to the producer and especially to the small producer is that of lower freight rates through shipping in car load lots. Cooperative buying has also been tried successfully in this and other states with profit to the farmer, but all cooperative movements call for executive ability on the part of those managing the business. The hope of eliminating the middleman wholly from our economic system has not been realized. Cooperative associations, through competition, have lowered the profit made by the middleman to a more equitable standard.

Middlemen. By middlemen we mean those individuals who handle the product between the producer and the consumer. By many people middlemen are considered parasites and non-producers, but this idea is wrong. The middlemen render services for which consumers should pay. They take the products of the farm and grade them, standardize them as it is called. Potatoes, for example, are sorted and the small ones thrown out. They see that farm products are shipped to points where they will find the readiest sale. They store and hold products until they are needed and sell them in small lots to consumers, delivering them at the door. For all these services consumers must pay. The middlemen can not be eliminated entirely from our economic system, but marketing conditions should be controlled in such a way that too large a profit will not be exacted by middlemen. The results of studies which have been made show that a relatively large part of the price paid by the consumer goes to the middlemen. Potatoes which sold in New York for 90 cents a bushel had been purchased from the farmer for 50 cents. The retailer made twenty five cents for selling them. Milk for which the farmer receives three and four cents a quart sells in the cities for seven and eight. It has been claimed by some economists that competition on the part of middlemen would force prices down, but often middlemen make agreements to maintain price.

Mail Order Houses. The mail order houses have developed wonderfully during the past twenty years. They are made the objects of bitter attacks by local dealers, who feel that the mail order house is taking away trade which rightfully belongs at home. The mail order houses serve several very useful purposes for rural communities, and in time will teach local dealers a valuable business lesson. The mail order house is a school for purchasers, giving them information as to prices and qualities of various goods. They are by their success demonstrating that there is a lack of sympathy and understanding between city and country due to something deeper than mere difference in prices and qualities of goods. For this lack of sympathy and understanding the city is fully as much to blame as the country. If local merchants want

farmers to deal at home, they must see that farmers are interested and represented in all movements that make for general community betterment.

The local merchant has the right to claim the farmer's trade for the reason that he sells to the farmer on credit and should have his cash trade. The local merchant shows his goods before purchase and delivers them instantly, an advantage to a buyer. He often makes an effort to handle the products of the farm that may not be needed badly at the time in order to give the farmer a home market. A further reason for the support of the local merchant is that the price of farms is increased by thriving towns. The argument so often used by local merchants, that the man who deals with a mail order house sends his money away from home, is fallacious. The local merchant sends the money away from home just as the farmer does. The only part of the money which he does not send away is the profit he makes.

Cooperation. By cooperation is meant the working together of a number of individuals to secure a common good. In former days rural people cooperated in the exchange of labor during the harvest and threshing seasons, "exchanged work" they said. This form of cooperation is dying out. The threshing machine now carries its own crew in many sections. In place of cooperation through labor exchange there is coming business cooperation. Cooperation has made remarkable progress within recent years. There are now cooperative societies to furnish insurance; to build and maintain grain elevators, warehouses, creameries; to sell fruit, stock, and other farm products; to make local improvements; to build telephone lines; to improve the grade of corn, cattle, sheep, hogs and horses.

A Typical Cooperative Movement. A cow testing association usually consists of less than 25 members owning not fewer than 400 cows, and preferably five hundred or six hundred. The present method in Wisconsin is to charge \$1.00 per year for each cow. This sum is paid to the treasurer of the association who in turn pays it to the man who tests the cow.

The first step in organizing the association is to get the required number of farmers to sign a paper pledging themselves to furnish a given number of cows. After this pledge has been secured a meeting is called, the laws of the association drafted, and the officers elected. The officers select a trained man to take charge of the work. This man visits each herd once a month and weighs the milk of each animal in the herd for one day. From the weight and test he calculates the amount of fat produced for one day and estimates the amount of milk and fat produced for the month. If the farmer is interested in determining the cost of each animal, the tester will aid him in finding out the amount of food each animal consumes.

Causes and Failure of Cooperative Societies. The chief reasons for failure of cooperative societies in the United States have been (1)lack of support, (2)improper organization, (3) poor management. Those causes spring from certain natural conditions. Our rural population has been steadily shifting, making cooperation difficult. Our large foreign element has given rise to petty prejudices and jealousies between peoples of different nationalities. Our rich agricultural country has tended to make us careless of small savings, the vital principle in cooperative movements. Our scattered rural population has made cooperation more difficult than in Europe where the population is much more dense, and last but not least, the spirit of independence, every man for himself, characteristic of the frontier, has remained long after the frontier has passed away.

Essentials of Cooperation. (1) Cooperation can not succeed without local leadership which will hold the people together. (2) Cooperation thrives best where the business of farming has become specialized; as, for instance, dairying or fruit raising rather than general farming. (3) Cooperation fails unless accurate accounts are kept of cost of production and management. (4) Cooperation fails if the control of the enterprise falls into the hands of a few. Repeated failures have given rise to the one man one vote principle. (5) Cooperation fails unless there is a spirit of loyalty and the members stick

by their membership agreement, even at a small loss at first.
(6) Cooperation fails unless it makes provision for the management of the business by a good executive.

(3) Better Living.

The well-to-do farmer of today can provide in his home almost all of the comforts and conveniences enjoyed in the best city homes. The furnace, running water and bath room conveniences, gas and electric lighting, the telephone, the daily delivery of mail, the automobile are all tending to soften the harsh conditions of earlier days. One of the most striking facts is that farmers who have acquired a competence leave their farms, which they rent to tenants, and move to small villages where they build more comfortable homes than they had in the country. Sometimes the reason for their leaving is the superior educational advantage offered by the town school; sometimes, the better church, more easily attended; more generally, their moving is due to the fact that when they retire and rent there is no other place to live, for the tenant is not pleased with the idea of a resident landlord.

To increase the productive power of the farm by improving the crops in quality and quantity, to bring about more equitable methods and means of marketing in order that the consumer may pay less and the producer receive more, is not all of the country life problem. With these must go ideas of better and broader living so that the wealth of the rural communities may find expression in good homes, good schools, powerful churches, in roads and bridges, in the improvement of rural landscape. The method of farming which robbed the soil, practiced in an earlier day was bad, but the practice of taking out of a community the wealth which should build homes, schools, and churches, to spend it in villages and cities will be far more disastrous, for it robs the people of opportunities which life should offer.

Part II.

RURAL SOCIOLOGY

Definitions

Sociology is the science which treats of the general structure of society, the laws of its development, and the progress of actual civilization. Economics, treating of the wealth getting and wealth using activities of man, is a closely related but a much more limited subject than sociology.

Rural Sociology includes everything which has to do with the social customs, habits, institutions, thought, progress or lack of progress in the country. In a constructive sense rural sociology is concerned with those forces which make for the betterment of country life—as, the improvement of the farm home, the building of better roads, the growth of schools and churches, the improvement of means of transportation and communication.

The Commission on Country Life. The appointment of the Commission on Country Life by President Roosevelt in 1908 marks the beginning of a really serious consideration of the farm life problem in the United States. In appointing the Commission President Roosevelt said:

“I am therefore anxious to bring before the people of the United States the question of securing better business and better living on the farm, whether by co-operation between farmers for buying and selling and borrowing; by promoting social advantages and opportunities in the country; or by any other legitimate means that will help to make country life more gainful, more attractive, and fuller of opportunities, pleasures, and rewards for the men, women, and children of the farms.”

Recommendations of the Commission. The Commission found that “agriculture is not commercially as profitable as it is entitled to be for the labor and energy that the farmer ex-

pende and the risk that he assumes, and that the social conditions in the open country are far short of their possibilities." Many reasons are given for this state of affairs and many suggestions for improvement made. Three fundamental recommendations of the Commission are: (1) Surveys should be taken of all the conditions that surround the business of farming and the people who live in the country in order to take stock of our resources and to supply the farmer with local knowledge. (2) Agricultural extension work should be made national and should reach every man on the land. (3) Local, state, and national conferences should be held to unite the interests of education, organization, and religion into one great movement for the rebuilding of country life. Rural teachers, librarians, editors, physicians, and others may well unite with farmers in studying and discussing the rural question in all its aspects.

The report made by this Commission should be in the hands of every teacher. It can be secured from the Government Printing Office, Washington D. C. for ten cents, (not in stamps). It gives in detail the movements which are improving farm life today and also some of its chief deficiencies with the suggested remedies.

The Farm Home

Advantages. The farm home occupies a unique position in that all the members of the home circle are interested in the same business which furnishes occupation for all. Provided there are good school and church advantages there is no better place in which to rear a family than the country. Next to the good country home ranks the good city home, while the home in small village ranks last. The country village does not fully possess the virtues of the city or of the country while it often has many of the vices of both. The farm home has many advantages:

First. Country boys and girls enjoy an environment which is simple and natural. The field and the wood and the running brook are theirs. For playmates they have animals and learn lessons of kindness in caring for them.

Second. They have plenty of good wholesome work to do of a constructive nature. There is nothing of the deadly monotony of factory work to farm work. Tasks on the farm change from day to day and boys and girls are compelled to think about the work they are doing as well as to work and work hard.

It is this ability to do work and this faithfulness to the task in hand which has given us in the past the successful men and women which the country has produced.

Third. They spend a large part of the day in close association with their parents. The farmer takes his boy with him to the field to work or sets him at a task which he may have begun himself. The mother teaches her girls the work in the home. In all of this work there is a close relationship between parents and children.

Fourth. Country life affords opportunity for reflection, for time to think. There is danger here that unless education gives men and women something to think about they may become petty in their thinking.

Disadvantages of the Farm Home. The farm home possesses some disadvantages: (1) The long hours of labor and the many tasks often leave little time or inclination for enjoyment or recreation. Especially is it true that woman's work is hard. (2) The lack of conveniences causes needless drudgery. Often the only reason that water was not piped into the house at the same time that it was piped to the barn is that the idea of piping to the house was lacking. (3) The isolation of farm life bears hard, especially upon women. The farmer can always find an excuse to go to town or to see his neighbors, but his wife must remain at home to care for the house and the children. (4) Another serious disadvantage of rural life is that the hired help must be taken in as members of the farm family. Were hired men what they should be no objection could be raised, but with so many shiftless, vicious, worthless men employed as hired men the danger of their influence over the children and indeed over the farm family is great. The writer recalls the statement made by a man himself country

born, who said: "I have traveled all over Europe and America and seen something of vice and crime, but all that I have seen as a man did not affect me half so much as did the dirty stories the hired man told me on the farm when I was a boy." (5) The saloon. The Report of the Commission on Country life has this to say about saloons. "The saloon as an institution must be banished at least from all country districts and rural towns if our agricultural interests are to be developed to the extent of which they are capable". In this connection it is of interest to note that the measure for national prohibition had the support of more than one half of the members of the United States House of Representatives in 1914. The Anti-Saloon League makes the statement that by 1920 no saloons will exist in the United States. At present 19 states are "dry".

Improvements in the Farm Home. The first generation is passing away. Their task was no light one,—to conquer the soil, to build fences, to drain swamps, to lay our roads, to organize towns, schools and churches. Life for the pioneer was stern and severe and in it there was little time and less opportunity for comfort, conveniences and luxuries. The next generation will not have to face the same conditions. For them the way has been smoothed and it is likely that more attention will be given to the development of better ways of living. The greatest convenience for the home is hot and cold water in the house. Next to the hot and cold water come the bath tub and the inside toilet. Cleanliness is next to godliness in the country as well as in the city, and the work of the farm is often of such a nature that the bath tub would seem more a necessity than a luxury. A furnace in the basement, doing away with carrying of ashes and wood and placing the labor of heating on the shoulders of the men rather than the women, is found in the most up to date farm homes. An adequate lighting system such as acetylene gas does away with the labor of caring for numerous lamps besides furnishing a light which does not strain the eyes at night. The gasoline or kerosene stove for summer cooking is a great convenience during the hot months, and is in quite common use, while the laundry in the basement though a great convenience is as yet rather an

unusual luxury and marks only the most advanced homes. No one convenience does more for the comfort of the family than the ice house and refrigerator. It is not a lack of money that has stood in the way of more comfortable farm homes but rather a lack of ideas. In building the farm home, as in building the country school house, the farmer has followed a customary plan and the individuals fit themselves to the house instead of having the house fitted to the individuals. Mail order houses with their plans for country homes and the numerous firms now selling supplies for plumbing, lighting, and heating are doing much to improve conditions. One of the best things which a rural school could do would be to make a collection of material on the planning and equipment of homes.

A few simple lessons in sanitation should be taught in every country school:

1. That bad water is dangerous; hence the well should not be so located as to receive the drainage from the barnyard. Particularly dangerous is the open or dug well if great care is not exercised to keep it scrupulously clean.

2. That fresh air never hurt anyone. Cold air is not necessarily fresh air. The sufferer from tuberculosis is made to sleep in the open air to cure a disease which he has often contracted by living in rooms where fresh pure air was lacking. Children should be taught that headaches, colorless faces, listlessness are the results of sleeping in tightly closed rooms and that sleeping room windows should be open.

3. That sunlight kills more germs than all of the doctors in the world; hence the rooms should be thrown open and the sunlight let in.

4. That good food is necessary to sustain health and that we should take time to eat. The opposition to the teaching of domestic science in rural schools on the ground that the patrons of the school know how to cook is absurd in the extreme. Rural people are neither better nor worse cooks than urban people, yet cooking is taught in city schools.

5. That the open privy of the country school and the country home is an ever present menace to health. In winter it

is cold; often it is unclean; and in summer it gives rise to bad odors.

6. That the fly is the agent of disease and death. The following, taken from a lecture by the International Harvester Company, is not pleasant but it is profitable reading:

"Flies are the filthiest of all insects. Watch the fly as it is born on the manure heap. See it walk over the slop and garbage, wallow in the disease-laden privy vault, bathe in the consumptive's cuspidor, and then wing its blithesome way to the house. Follow it through unscreened window or door and notice it cleaning its filthy body in the milk pitcher, dropping its specks on the baby's lips, or gathering with its companions on the nipple of the child's nursing bottle. Fresh from the act of eating the disgusting filth, how often has it crawled over your face, drinking the perspiration and irritating you with its persistent, hateful, soft touch?

The fly that creeps over the face of a tubercular patient in the palatial home, in the cottage, or hospital, may deposit a deadly germ on the lips of a healthy person in your house, marking another victim for the great white plague.

"You are ashamed to tolerate a bedbug or a body louse. One fly is more loathsome and dangerous than a hundred bedbugs or body lice."

How to Get Rid of Flies. Get rid of the breeding places by cleaning manure daily from the barn and sheds. Keep the pig pen dry and clean. Keep garbage covered. Make the privy fly-proof. Kill the breeders by killing all the winter flies by putting fly traps all over the place in April. Keep everlastingly at it until the fly is no more.

The Country Church

Status of Rural Church. The results of the various surveys which have been made of rural churches in the United States seem to indicate that the country church is dying. Like the school, the church is suffering from conditions which have long existed. There are too many rather than too few rural churches. Often in a small village one finds five, six, or

even seven churches of various denominations. Where there are so many denominations all must lack good financial support. The strength of the Catholic church in rural communities lies in the fact that it has not been split up into many denominations as has the Protestant church. The country church, like the school suffers from a lack of leadership. That anyone would do for a country preacher as anyone would do for a country teacher has been the attitude not only of the country but also of the city community. The country as a result, has been the training ground for the callow boy who was learning how to preach or how not to preach; it has also been the resting place for the old, worn servant of the church who after a long life of service has to take a rural charge for the rest of his days.

These older men have done much efficient work for country parishes, but the great need of the country is the service of men in the prime of life who have been trained for rural work and who devote their entire energies to the development of better country life.

Whether or not the young people who leave the country to go to the cities will have the church going habit will largely depend upon the development of better rural church conditions.

Movements for the Betterment of Rural Churches

(1) An effort is being made to federate the rural Protestant churches and to establish in the place of a denominational church a community church. (2) Men who are to take country charges are being trained in the social and economic problems of rural communities in order that they may be in sympathy with country life. (3) In some places the church is assuming the task of furnishing clean and wholesome recreation and amusement for both young people and old.

The Country School

In his introduction to the Report of the Committee of Fifteen on Rural Schools, State Superintendent C. P. Cary, of Wisconsin, admirably sums up the problem of the country school. He says:

"With many noteworthy exceptions, it may be said that in a given school district there are too many people who support the school in their community in a half-hearted way. They do not appreciate as fully as they should what it costs in time, money, effort, and good will to make the school of vital significance in life of the community.

"In such districts there are usually a few who greatly desire to improve the local school, but they meet with so many discouragements, and are so frequently outvoted in their efforts to bring the school to the higher level that they often weary in well doing."

The improvement which is being rapidly made in the rural schools of Wisconsin shows that the patrons of the schools as well as school men are dissatisfied with the present condition of the schools. The rural school was created at a time when the roads were bad and the means of transportation poor. The school of that day necessarily served a small number people in order that it be accessible to the children; but with the development of the farms, the roads, and means of transportation, there has come a demand on the part of country people for schools which will more adequately meet the needs of present day conditions. Especially urgent is the demand for high school advantages for country children. This demand will probably be met in two ways: first, by improving some of the rural schools as they now are; second, by the consolidation of the smaller and weaker schools. In the consolidated school it is probable the high school will be established.

Ways of Improving the Country School

More Money. The country school lacks financial support. This is due in part to the low value of farm property and in part to a low rate of taxation in rural districts for school purposes. More money is needed to maintain the rural schools, and to provide high school advantages for all the boys and girls of the community. The time is not far distant when the people of rural communities instead of spending their money to send their children away to the cities to school will develop the spirit of cooperation to such an extent that a rural high school will stand in every rural community.

Better Organization. By better organization is meant a plan that will give us better teachers, better buildings and equipment, and a course of study suited to the needs of country children. In the training of young men and young women of native ability and culture for service as rural teachers all states are facing a serious task—a task which no state has yet undertaken with entire success. The course of study should have a vital relation to the life of the community. The chief business of rural communities is agriculture; hence agriculture should be the basis of a large part of the school work. Lessons in geography, language, reading, etc., can be made to bear directly on the life of the community.

Better Supervision. The country school suffers from lack of supervision. However earnest and painstaking a county superintendent may be it is a physical impossibility for him to supervise the schools in such a way that the maximum of efficiency may be secured. Assistant county superintendents would be a saving to the tax payers, for additional supervision would mean the elimination of waste of time and effort on the part of two or three hundred teachers now under the control of one county superintendent.

Advantages of Consolidation

1. It provides a way by which rural communities may educate their children at less cost per capita. It saves expense.
2. It makes a high school education for every boy and girl possible without going away from home.
3. It enables rural communities to secure the best of trained teachers for their schools and to keep those teachers when they have proved their worth.
4. It increases the enrollment in the schools and creates renewed interest. The school with but a few children enrolled is not and can not well be the center of neighborhood interest.
5. It provides a center for social gatherings, for in the consolidated school it is possible to have an assembly room

large enough to accommodate the people for lectures and entertainments.

6. It does much to enlarge the spiritual horizon of boys and girls who attend these schools. The fact that a large number of children are enrolled is a great advantage, for it makes it possible to create a school and community spirit.

7. It will keep the money, which is now being spent away from home for educational purposes, at home to develop local schools.

What Boys and Girls Think of Consolidation. Often in our discussions of problems of rural education we lose sight of the most fundamental question,—how does the school appear to the country boy and the country girl. Useless it is to talk of developing the one room schools when boys and girls leave them at the fifth or even the fourth grade and when, after having attended for perhaps the full eight years they leave the school unable to spell, read, or write an ordinary letter. One of the chief points in favor of consolidation is that school makes an appeal to boys and girls. They are proud of their schools, as may be seen from extracts from letters written by the pupils enrolled in consolidated schools in Randolph county, Indiana. Few counties in the United States have more reason to be proud of their schools. Nowhere has consolidation made more real progress, due to the untiring zeal of County Superintendent Lee L. Driver of Winchester, Indiana.

Extracts From the Letters on Consolidation: The boys and girls of Randolph county were asked to express their opinion of consolidation in letters to the author. Not one unfavorable reply was found in the many letters received.

"The consolidated schools are the best thing a county can have because in these schools the teachers have more time to spend with the pupils", writes one high school pupil. "No one who has not attended a consolidated high school can fully grasp the advantages offered by such a school," writes another. Would that every one might read the touching statement of a high school girl who says simply, "If it had not been for these schools I would not have had a high school education." "The

industrial work in the grades and the high school is great work for the farmer boy or girl", adds another, while an enthusiastic believer in consolidation underscores each word in his sentence, "I am strictly in favor of the consolidated school". The keynote of consolidation is sounded by one writer who says, "You enjoy going to a large school more than you do a small school." A girl who wishes to make her statement emphatic says, "Any human being knows that a teacher can not teach eight grades and do justice to each grade". "My mother was saying just the other day that we were chums now with girls we would not have known had we not been going to this (a consolidated) school", writes a young lady whose letter shows that she has already learned to think. Whether consolidation will remain is answered by the expression found in regard to cost; "These schools cost money and they cost something to run, but what is a few dollars compared to the education of the children of the United States." "I am a member of the ———High School. I am proud of it", may well be a fitting close to the testimony of boys and girls in regard to consolidation.

The School as a Social Center. The purposes of the movement to revive the school as a social center may be briefly stated as follows:

First. To get parents interested in school work and in the betterment of rural schools.

Second. To further the spirit of cooperation by organizing the people to promote some movement for community betterment.

Third. To provide recreation and amusement.

The meetings which may be held are of various kinds; as, for example, the school program held in the afternoon or evening; programs in which the older people and the children take part; farmers' clubs and farmers' institutes, at the meetings of which topics of local interest may be discussed, and often the children of the school may take part; special day programs, such as arbor day, Washington's birthday, etc.; school fairs

in which the products of the community are exhibited and prizes given, and at which a short program is usually given by the children. Often a speaker from outside is secured to talk on some subject of interest to the community.

A few general suggestions will be of service to the inexperienced teacher. (1) Secure the consent of the school board before attempting any public program. (2) Do not attempt too much at first or have the program too long. Have the support of public opinion in what you are trying to do. (3) Pay attention to the details. Plan everything carefully so that each child is given a part, however small, and so that there is no confusion. (4) Have a definite purpose in mind. Make the program of real benefit to the children by seeing to it that they speak and sing in the best possible manner. Choose songs and recitations that are worth while, omitting trashy worthless selections. (5) Introduce some of the regular work of the school, but be careful that it is not tedious and that what is attempted is well done. As examples of what may be done, pupils may show how to test corn, explain the Babcock test, tell the useful birds and explain how we may increase the number, give an exercise in reading, recite poems that they have studied in language, read compositions on interesting subjects, etc. (6) In the choice of speakers from the outside select the man or woman who has something to say which will be of interest and real value to the people. Ask him to talk then of the subject with which he is familiar. Get local people to take part.

State Superintendent Cary's Report on Progress. That progress is being made in rural schools is shown by the report of State Superintendent Cary of Wisconsin. Mr. Cary writes:

"Great changes for the better have taken place in country education in the past ten years. Hundreds of districts—nearly five out of every six the state over as a matter of fact—have provided ventilation by means of ventilating stoves. They have put the out-buildings into decent shape; they have added supplementary readers, maps, blackboards; they have increased the number of books in their libraries by 200%; and have furnished cases and card catalogues for them; they have in-

creased the expenditure of money per child enrolled by 100% they have increased the school year from seven months to eight; they have increased the annual compulsory period for each child by 100%; they have added agriculture to the school course as prescribed by law; they have increased the number of county training schools from three to twenty-seven, and increased the course of training 100% in point of time. High schools have awakened and are vying with the county training schools, as are also the state normals, in the training of country teachers.

"School board members by thousands in the aggregate have come out every year for the past eight years to school board conventions, and their interest constantly increases. There are more calls for good teachers, more evening programs in which adults take part, more demand for work in the school relating to life on the farm than ever before."

Other Rural Social Problems

The Drift to the Cities. Causes: The causes for the drift of the rural population to the cities may be classified under two heads: economic and social.

The economic causes are: (1) The uncertainty of return for land labor and capital invested. Farmers feel, and rightly, that there is more risk in farming than in other lines of work; (2) The increased use of machinery which has lessened the demand for farm labor. (3) The long hours of labor and the irregularity of these hours, a fruitful cause of economic discontent. (4) The amount of capital needed now to carry on properly the business of farming. (5) The sudden acquisition of large fortunes by city men, bringing unrest to younger men on the farms.

The chief social influences which have been at work are: (1) The isolation of life on the farm. By this is meant not only the fact that houses are far apart, the physical fact, but also the feeling of being cut off from the life of the world, the mental fact. This isolation has apparently given rise to a spirit of conservatism, a tendency to follow along the old paths rather than to strike out new ones on the part of country people.

ple, and often has tended to foster petty jealousies. It has also made the country rich in moral strength and purpose. Men who are advocating honest reforms feel that country people will support them if the questions are rightly understood. (2) The acknowledgment on the part of many country people that life in the cities is more to be desired than life in the open country. (3) The example of others who leave the country, especially of the older men and women who go to town to live. (4) The influence of history. As early as the fourteenth century complaints were made in England, France and Germany that the country was being depopulated. The growth of the American cities during the past fifty years has had its effect on the rural population. (5) The lack of opportunities for amusement and recreation in the country districts. The means for amusement and recreation in this country are becoming business enterprises and though often cheap and worthless the effect has been to drive out forms of local amusement. (6) The influence of our public school system in the country. Country boys and girls have heard little about the country even in their own schools. The city schools to which country boys and country girls have been sent have tended to draw them from the farm. Country people move to town to educate their boys and girls.

Remedies. Among the influences already at work to check this drift to the cities the following are of chief importance:

(1) The development of scientific farming, which is giving the farmer a larger and more certain return, developing the spirit of business enterprise, and showing the younger people that farming is a business which calls for brains as well as brawn.

(2) The wider use of labor saving machinery and the regulation of the hours of labor, which are lessening the drudgery of the farm and making it more and more true that labor on the farm must be skilled.

(3) The awakened interest in country life, which is bringing to the farmer greater social recognition and more oppor-

tunities for a life of distinguished service. The University of Wisconsin some time ago conferred rewards of merit upon several men who had distinguished themselves by service to rural communities, upon one man for example who had improved the grade of stock in a certain county.

(4) The possibility of a larger amount of daily happiness upon the farms through the development of better homes, better schools, better churches, better means of communication.

Problems of Organization. There are in the main three purposes underlying all rural organizations, economic, educational and social. Economic organizations aim to improve industrial conditions on the farms; educational organizations tend to improve the standards of life and thought; social organizations to create more fellowship and to provide recreation and amusement.

Some Typical Organizations. Chief among the organizations found in rural communities are the Grange, the Society of Equity, the Farmers' Union, Farmers' Clubs, Stockbreeders' associations, Local Improvement Associations, Woman's Clubs, Boys' and Girls' Clubs, Christian Associations, Farmers' Institutes, School Patrons Clubs, Lecture Course societies, and others.

The Grange, which may be taken as an example, is one of the most powerful of rural organizations. It was started in 1867 and now has more than a million members scattered through thirty states. It aims to develop a higher and better manhood and womanhood, to advance agriculture, to encourage agricultural education, and to inculcate a proper appreciation of the abilities and sphere of woman, and to promote the general welfare of rural communities. The unit of organization is the local grange, meeting once or twice a month with programs looking to the advancement of country life. The local Granges are united into a county grange, the county granges into a state Grange, and the state Granges into a national Grange. The Grange is unique in the equality given women in its membership, staff of officers, and business.

Stockbreeders' Associations are organized to improve the breed of cattle and horses; but they serve also as a means of education to the farmer, giving him renewed interest in farming and a different point of view.

Organizations of Women are often among the most effective in improving conditions making for better homes and schools.

One of the chief educational organizations is the farmers' institute. The institute is a one, two, or three day school for farmers and farmers' wives, maintained and organized usually by some state agency,—the agricultural college, experiment station, or state department of agriculture. About 8,000 farmers institutes were held in the United States in 1913 with a total attendance of nearly three million. In the institutes problems related to the farm, the home, and the school are taken up and discussed by local people and by paid lecturers.

Boys' and Girls' Clubs. One of the most successful movements to interest young people in farm life has been the organizations of boys' and girls' clubs. These clubs have various aims depending upon local conditions. The corn club may be taken as an example. The boys and sometimes the girls of a community are interested in the production of better corn and organized into clubs the members of which are to plant a small piece of corn, carefully selecting the seed and following directions as to the manner of cultivation. Prizes are given to the one who produces the best corn or the largest yield. The advantages of these clubs may be summarized as follows:

1. To teach the principles of agriculture in a practical manner.
2. To teach facts of the soil and of plant life and show communities the value of their land.
3. To dignify labor and make it intelligent and effective.
4. To give purpose and direction to youthful lives at the opportune time.
5. To impress the value of individual ownership and earning.
6. To help the family by having all of its members contribute to its support.

7. To show the value of healthy rivalry and cooperation in producing and marketing crops.
8. To train farm managers and home makers.
9. To vitalize school work.
10. To develop manhood and womanhood.

Rural Social Surveys. The first recommendation of the Commission on Country Life was that surveys should be taken of rural communities. In order to get the most out of a survey we must know definitely what information we desire, the best means of securing it, and we must be open minded, that is, we must not be trying to prove ideas which we already have. The principal kinds of survey are (1) the farm survey, setting forth business conditions and methods of farming, (2) the rural school survey, testing the efficiency of the schools (3) the rural church survey, (4) soil surveys, (5) general social surveys. An interesting bulletin entitled "Social Surveys of Rural School Districts" has been prepared by C. J. Galpin of the University of Wisconsin and County Superintendent George W. Davies of Sauk county, Wisconsin. This bulletin may be had on application to the University of Wisconsin and should be in the hands of every teacher. The general plan of the survey as outlined is as follows. The survey is made by the teacher and the pupils. The facts collected are those which bear on the history of the district, those which relate to farm progress, those which relate to the manufacturing interests of the community, as mills, shops, factories, etc., facts relating to social development, facts relating to local government. An accurate record is kept of the information and later it is reduced to maps of which many kinds may be made to set forth the facts learned. Thus we may have a cow map, sheep, swine, and poultry maps, to show the number of each in the district, maps to show the number of acres of corn, silos, creameries, cheese factories, soils, home improvements, etc. These surveys give not only the teacher and children a better knowledge of the neighborhood in which they live but also the fathers and mothers. Such surveys connect subjects such as civics, geography, history, arithmetic now

taught in the schools with the practical affairs of life, arousing the children's interest and enthusiasm.

Other Important Agencies for Advancement

Libraries. The libraries in the school houses and those sent out by the public libraries located in the state are helpful agencies for good.

Telephones. The telephone is not only a social but also an economic convenience. Economically it often saves the time of the farmer in ordering and in communicating with his neighbors and friends. Socially it is widening the vision of the people who live in the country. It makes them belong to a larger group and thus gives broader ideals.

Rural Delivery. The rural delivery is now an accepted feature of country life. By means of the daily mail service the farmer and his family are kept in touch with the news of the world. It has a great economic value too as the farmer is enabled by means of the daily paper to keep in touch with market quotations. There is still a dearth of magazines and books devoted to the interests of rural people. The agricultural press has a larger field of usefulness before it.

Roads. One of the most serious drawbacks of country life is the condition of the roads. Bad roads are responsible for much of the isolation of country life. The school in the country has lagged behind because better schools, especially the consolidated schools, depend upon good roads. A few lessons in regard to roads should be taught in every country school. (1) The lesson that we do not live for ourselves alone nor for the immediate present but that we have duties towards others and responsibilities to the future and that chief among the duties which confront us in the country is that of providing better roads. (2) Children should be trained to see that a tax for a road is an investment by the community for the good of all. (3) It should be shown that good roads increase the value of farm property. (4) The relation between good roads, good schools, churches, and general community progress should be clearly pointed out. (5) Studies should be made of

the roads in the neighborhood, the number of miles of good roads and something of the method of good road construction.

(6) Pupils in rural schools should be trained to see that good roads save time, money, wagons, harness, and horseflesh as well as the temper of the driver. Larger loads can be hauled over good roads; hence the cost of delivery is cut down. (7) Good roads attract those who are looking for farms to buy. One of the greatest benefits resulting from free delivery of mail is that the government has insisted upon certain road improvements.

Rural Electric Lines. The growth of rural electric lines in the United States is tending to bring city and country closer together. Thus far one of the most far reaching effects has been the tendency of the electric lines to develop village or suburban life and to make the village a stronger connecting link between city and country life. Electric lines add to the value of farm property, lessen isolation and foster particular farm occupations, such as dairying, etc., in that they facilitate delivery.

Pictures. To many, pictures speak in a plainer tongue than books, yet to many people in both city and country the companionship of good pictures is unknown. It is no longer necessary to have money in order to possess copies of the works of great artists for there are several firms, such as the Perry Picture Co., which put out good prints of the truly great and beautiful pictures for a few cents each. Every farm home can have these upon its walls. From some libraries traveling exhibits are sent out in the same way that the traveling libraries of books are sent. It is to be hoped that this movement will be extended.

Magazines. The increasing number of good magazines which are issued at a relatively low cost makes it possible for each home to have at least one or two. These bring each month new lines of thought and are another valuable agency for keeping the isolated home in touch with the outside world.

Recreation. Probably nothing has been more neglected in the life of the American farmer than play. Today there is

a revival of play. In European countries we find that in nearly all rural communities there are forms of play peculiar to those communities. Folk dancing, games, and contests are common at their "play festivals" and in them all the people of the community take part. In America there has been danger of letting all our play become commercialized. The moving picture show is a type of this commercialized recreation. The county fair of today has degenerated because it became commercialized. Especially in rural communities is needed a strong movement toward wholesome recreation. In some sections of the United States strides are being made through musical organizations, where people get together to sing. As the acquaintance with good music increases, the moral tone of all social life is raised. In other places drama is being studied and given. The present interest in old fashioned dances and "folk" dances is doing much to bring a change into the country dance, which is being restored to the really social play of the old colonial times in which young and old participated. Recreation or play should express the best there is in country life. It should be produced by the people and express their thought. It is through such recreation that mind and body is kept youthful.

Betts in his "New Ideals in Rural Schools" gives the following vivid summary of some of the agencies at work for advancement in methods of farming: "Special corn trains and dairy trains have traversed nearly every county in many states teaching the farmers scientific methods. Lectures on scientific agriculture have found their way into many communities. The Federal government has encouraged in every way the spread of information and the development of enthusiasm in agriculture. The agricultural schools and colleges have given courses on instruction during the winter to farmers. Farmers' institutes have been organized; corn-judging and stock-judging contests have been held; prizes have been offered for the best results in the raising of grain and of vegetables or stock. New varieties of grains have been introduced, improved methods of cultivation have been discovered, and means of enriching and conserving the soil devised. Stock

breeding and the care of animals is becoming a science. Farming bids fair to become soon one of the skilled occupations."

New Fields of Work in Rural Communities. We are developing new lines of trained service in rural communities. The schools are training teachers for country schools, the breeders' associations are training experts in cattle raising; the University is sending out its farm managers, or county agents. All along the line there is a renewed interest in the development of country life. The object of this greater activity has been well stated by Dean Liberty Hyde Bailey of Cornell Agricultural College when he says that a good farmer is a man who has the ability:

1. To make a full and a comfortable living from the land,
2. To rear a family carefully and well,
3. To be of good service to the community,
4. To leave the farm more productive than it was when he took it.

The Farmer's Creed

The fundamental purpose of all rural economic and social teaching is admirably summed up in Mann's Farmer's Creed:

I believe in a permanent agriculture, a soil that shall grow richer rather than poorer year by year.

I believe in hundred bushel corn and fifty bushel wheat, and I shall not be satisfied with anything less.

I believe that the only good weed is a dead weed, and that a clean farm is as important as a clean conscience.

I believe in the farm boy and the farm girl, the farmer's best crops and the future's best hope.

I believe in the farm woman and will do all in my power to make her life easier and happier.

I believe in a country school that prepares for country, and a country church that teaches its people to love deeply and to live honorably.

I believe in a community spirit, a pride in home and neighbors, and I will do my part to make my own community the best in the State.

I believe in the farmer. I believe in farm life, I believe in the inspiration of the open country.

I am proud to be a farmer, and I will try earnestly to be worthy of the name.

Small Library on Rural Economics and Rural Sociology

- Bailey**—The Country Life Movement. Macmillan Co., Chicago, \$1.25.
The training of Farmers, The Century Co., Chicago \$1.25
- Betts**—New ideals in Rural Education. Riverside Educational Monographs. Houghton, Mifflin Co., Chicago, \$.60.
- Buell, Jennie**—One Woman's Work for Farm Women—Whitcomb & Barrows, Boston, \$.50.
- Butterfield**—Chapters in Rural Progress. University of Chicago Press, Chicago, \$1.00. The Country Church. The University of Chicago Press, \$1.00.
- Burham**—Two Types of Rural Schools. Columbia University, New York City, \$.75.
- Cary**—Agricultural or Rural Economics and Sociology. State Superintendent C. P. Cary, Madison. Free pamphlet.
- Carver**—Principles of Rural Economics. Ginn & Co., Chicago, \$1.30
- Cubberley**—Rural Life and Education. Houghton, Mifflin Co., \$1.50.
- Dodd, Mrs. Helen**—The Healthful Farmhouse. Whitcomb & Barrows, Boston.
- Ely**—Outlines of Economics. The MacMillan Co., \$2.00.
- Foght**—The American Rural School. MacMillan Co., Boston, \$1.25.
- Gillete's**—Constructive Rural Sociology. Sturgis & Walton, \$1.60.
- Haggard**—Rural Denmark. Longsman, Green & Co., Chicago, \$2.25.
- Kern**—Among Country Schools. Ginn & Co., Chicago, \$1.25.
- McKeever**—Farm Boys and Girls—The MacMillan Co., \$1.50
- Wilson**—Church of Open Country. Missionary Education Movement, New York, \$.50.

From the Bureau of Education, Washington, D. C., the following may be had:

- No. 12. 1914. Rural School Houses and Grounds. Free.
- No. 24. 1914. Danish Elementary Rural Schools. Free.
- No. 30. 1914. Consolidation of Rural Schools. Free.

The following bulletins will be found valuable:

Rural Social Centers in Wisconsin. University of Wisconsin, Madison. Free.

Social and Civic Center Work in Country Communities. State Superintendent Cary, Madison. Free.

Method of Making a Social Survey of a Rural Community. Galpin. University of Wisconsin, Madison. Free.

A Social Survey of a Rural School District. Galpin and Davies. University of Wisconsin. Free.

A Social Survey of Rural Communities. G. F. Wells. The author, 150 Fifth Avenue, New York, 10 cents.

Report of the Commission on Country Life. Superintendent of Documents, Washington, D. C. 10 cents.

Report of the Committee of Fifteen on Rural Schools. State Superintendent Cary, Madison, Wis. Free.

Rural Church Surveys. Dept. of Church and Country Life. Board of Home Missions, 756 Fifth Avenue, New York.

Agriculture and Rural Life Day. Superintendent of Documents, Washington, D. C. 10 cents.

Possibilities of the Country Home. Davenport University of Illinois, Urbana, Ill.

An Agricultural Survey. Bulletin 295. Cornell Agricultural College. Ithaca, New York. Free.

A Course in the Practical Problems of Rural Life

EIGHTH GRADE

The purpose of this course is to relate the work of the school to the life of the rural community. Every lesson we teach in school should have some direct purpose, some reason for teaching it which we have in mind. The questions presented here are suggestive only. The teacher's ingenuity will suggest others. Their use will stimulate teachers to make the work of the schoolroom practical and will lead pupils to see the value of the lessons they are learning in school.

Reading

Pupil's questions: Am I able to read a story book, a newspaper, a popular magazine, a farm bulletin? Make a list of books you have read.

1. The following places were mentioned in one Chicago daily. Where are they? Petrograd, Vienna, Los Angeles, London, Paris, Poland, Belgium, Brooklyn.

2. Explain the following sentences which occurred in the same paper. (a). The Supreme court handed down a decision. (b) A strike has been declared by the United Mine Workers. The Department of Agriculture has issued a bulletin.

3. Answer the following question: (a). What farm papers do you know? (b) How many magazines can you name? (c). What are the principal papers published in your county and the politics of each? What are the leading Chicago papers, How do you get a bulletin from the University? From the Department of Agriculture? Name a woman's paper; a boy's paper.

4. What poem of country life do you know? Who is your favorite poet? Author?

Agriculture

Pupil's question. Do I know enough to be a farmer? Try these questions:

1. What birds are common in the neighborhood? What do they eat? Classify them as farmers' friends and farmers' enemies. Don't guess.

2. What weeds are common in the neighborhood? Can you recognize them? How do they affect (a) the crop, (b) the value of land? What is being done to eradicate them?

3. What insects are common in the neighborhood? What destroys them? Find out from your fathers and by reading.

4. May a plant have a disease? Name some plant diseases in the neighborhood. How cured, if curable?

5. Name crops which exhaust the soil, are hard on the soil as farmers say? What crops build up the soil? What crop rotations do you know of in the neighborhood?

6. Show how there may be waste and bad management in (a) care of machinery, (b) time, (c) kind of milk cows kept, (d) care of animals, (e) bad seed, (f) selling only such products as wheat, hay, corn, rather than hogs, cattle, milk, etc.

7. What must a successful farmer know? What personal qualities make for success? What are the advantages of farm life? What are some of the disadvantages? What may be done to overcome the disadvantages?

8. Every large factory has an experiment room. Show the value of a small piece of ground used to try out new crops such as alfalfa, soy bean, etc.?

9. How can you get farm bulletins from the University? From the Department of Agriculture? Of what value are these bulletins?

History

Test your knowledge of farm history by the following questions:

1. What did the Indians teach the early settler about farming?
2. Which of the principal farm products of your neighborhood, crops and animals, are native to this country?
3. Make a list of the machines found on your father's farm. What was used before each was invented? About how long since it was invented? How did it affect farming?
4. What does your father know about farming which your grandfather did not know?
5. Write a sketch of the life of the first settlers in your district, describing their food, clothing, shelter, crops, tools, educational opportunities, travel, amusements, hardships.
6. Compare the work which your mother has to do in the home with the work which your great grandmother had to do.
7. How have railroads helped the farmer? When did this help come to your neighborhood?
8. Write the history of the hoof and mouth disease.
9. What is the Department of Agriculture? What good does it do your father? Look up its history. How do you get bulletins from it?
10. What is an agricultural college? What does it cost to attend an agricultural college for a year? What would you learn there? How can you get bulletins from the college? What bulletins have you.
11. What is a farmers institute? Give an account of what is done at a farmers' institute?
12. What is a country agricultural agent? Who pays him? What does he do? What is being done in your neighborhood to improve crops in quality and quantity?
13. Tell what each of the following men have done for farmers: (a) Washington, (b) Seaman A. Knapp, (c) Burbank, (d) O. H. Kelley, (e) Babcock.
14. Write the history of your school, showing progress that has been made since it was first started and pointing out ways in which it could be improved still further.

Arithmetic

Pupil's question. Do I know enough arithmetic to be a farmer? Solve the following.

- (1) 2240 lbs. Clover Hay at \$14 a ton. Solve.
- (2) 3200 lbs. oats at \$.32 a bushel. Solve.
- (3) 400 lbs. hogs at \$6.90 a hundred. Solve.
- (4) Explain difference between quit claim and warranty deed.
- (5) A farmer paid \$125 for a binder. It lasted twelve years. During that time he paid out ten dollars for repairs. Interest at the rate of six per cent. What did the binder cost him a year?
- (6) Draw a check, a note, a receipt.
- (7) Find out what it costs to raise corn, wheat or potatoes per bushel by getting the figures from your father. To produce a pound of pork.
- (8) How would you send money to Chicago? Name and describe three ways.
- (9) Explain the following common terms,—F. O. B.; Bill of lading; Savings' account.
- (10) What makes a national bank safe?
- (11) Explain the following principles of investment: (a) safety first, (b) high rate of interest, great risk.

Geography

1. What are the principal farm products of your districts? Explain what has made these the principal products.
2. For what products is your state noted? What conditions have made these products possible?
3. Locate on a map the principal corn, cotton, wheat, beef, pork, and dairy sections of the United States. Explain why those areas are known for the particular products.
4. Make a soil map of your district. Locate on this map the principal farm crops. Locate the dairy farms; the silos.
5. Compare the life on your farm with the life on a farm in England. In Russia. In Germany.
6. Make a map of your township, locating churches, schools, creameries, villages, best roads.
7. Why is truck farming carried on near Chicago?
8. Take a time table and find out how soon you could reach Cincinnati. Denver.
9. Show how the farming carried on in the West differs from the farming in the Central States. Why is this?
10. Show how altitudes, light, heat, rainfall, soil, and means of transportation affect farm products.

Civics

Test your ideas of citizenship by the following:

1. If you were elected school clerk what would you do to make your school a better one?
2. What kinds of taxes do we pay and what do we get in return? Get a tax receipt from your father and be definite in your answers. Are taxes a blessing or an evil?
3. What roads in your district need to be improved?
4. What other public improvements might be made?
5. Describe your day's work if you were a member of the legislature of your state. Explain how you would introduce a bill and what is done with it to get it through. Write one bill you would introduce if you were a member of the legislature. What qualities make a good member of the legislature.
6. Should your mother vote as well as your father?
7. Tell what you would have to do were you (a) drawn on jury, (b) subpoenaed as a witness, (c) elected county superintendent of schools.
8. Name all the schools that we support by taxation and tell what good we derive from each.
9. What is the value of (a) pure food laws, (b) milk inspection laws, (c) weed laws, (d) fish and game laws?
10. How is your community provided with (a) high school advantages, (b) churches, (c) farmers' clubs?
11. Compare the value of land near a city in your county with the value of land far from the city. Account for the difference. Compare the value now with that of 20 years ago.
12. What is a good road? Look up the history of Macadam. What is a macadam road? What does a good road cost a mile to build? How does a good road affect the value of farm property? How does it affect schools, churches, social life?
13. What is the most common form of rent in the neighborhood—share or cash? Are tenants or owners more likely to improve the farm, the farm home, the community? Why?

Hygiene

1. What are the most common communicable diseases in your neighborhood? How do we catch them? How can we prevent them?
2. Why do more children, especially babies, die during the fly season than at any other time? Explain how to get rid of the fly?
3. How may the farm home be made more sanitary? The farm well?
5. Name some things which would make the farm home more comfortable.
6. Secure from the state departments, from the State University, and from the U. S. Department of Agriculture, bulletins giving plans for sanitary outside toilets, etc.
7. How may the drainage of the farm yard affect the health of the family? Draw diagrams to show.
8. At what temperature must milk be kept in order for it to be safe milk to feed babies? How may this be accomplished? How many farm homes in your neighborhood are supplied with ice?
9. How should an ice house be built? What is the nearest place from which ice can be drawn in the winter? Does an ice supply in your neighborhood cost much money? Much labor?
10. Give two reasons why manure should be hauled to the fields as made.

Choice of an Occupation

What occupation requires least investment? Farmer, doctor, lawyer, merchant, minister, clerk, machinist, laborer.

What occupation requires the least education? As above.

What occupation requires the most investment?

What requires the most education?

What occupation requires most of both?

What occupation requires the longest hours of work?

What occupation requires the most responsibility?

What are the objectionable features to each occupation?

What occupation appeals to you as the best? Why?

What part should your personal liking play in making your decision?

What wages do clerks receive? Factory employees?

What wages do skilled laborers command? Unskilled laborers?

What are the advantages of each?

What must a farmer know to be a good farmer? a doctor? a lawyer?

What personal qualities make for success in each occupation?



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